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ROTC: FORGING TOMORROW'S LEADERS

ROTC—an indispensible source of leadership

By
M. Richard Rose
Deputy Assistant Secretary of Defense for Education

The basic value of the Reserve Officers Training Corps (ROTC) program lies in its importance as a source of officers essential to the Armed Forces and our national defense. ROTC not only provides an indispensable source of leadership to our Armed Forces at a time when U.S. peacekeeping duties are worldwide but maintains a continuous circulation of civilian officers through the military system, insuring that our military establishment is infused with officers possessing a liberal education who come from social and economic cross sections of American life.

The American tradition of the citizen soldier and reserve officer stands at the furthest pole from the doctrine of "military elitism." It should be cherished by everyone who believes that national defense is best entrusted to a civil-military partnership in which large numbers of citizens assume responsibility.

Why does the military depend so heavily on ROTC? In practical terms ROTC is a uniquely American institution adapted to the special needs of a country which sends the top third of its young people to college as compared with fewer numbers in other countries (five percent in England, France, and Germany, and 10 percent in the U.S.S.R.). Most other countries do not send a broad spectrum of their youth to college and therefore rely on other sources for their officers. The United States is one of the few exceptions because of the American belief that the colleges and universities should share in the concept of national defense.

Without a framework of national security within which to live, we have no basis for pursuing our multiple and diverse activities—political, economic, social, and otherwise. It is reasonable for the national government to look to the institutions of higher education for leadership of its Armed Forces, particularly when many of them are public institutions which are directly supported by the taxpayer. Moreover, the Nation's privately supported institutions cannot avoid the question, for they are indirectly supported by tax exemption and other governmental subsidies.

Until World War II, ROTC was a compulsory subject for male students in all state universities and land grant colleges. Today, of the 383 schools which host ROTC, only 20 have a compulsory program. For most institutions of higher education, participation in ROTC is a voluntary matter. This characteristic can be attributed to the generosity and tolerance of the taxpayer and the government. Therefore, it is not unreasonable for the Federal government to enlist the participation of colleges and universities in recruiting, educating, and training officers for the Armed Forces.

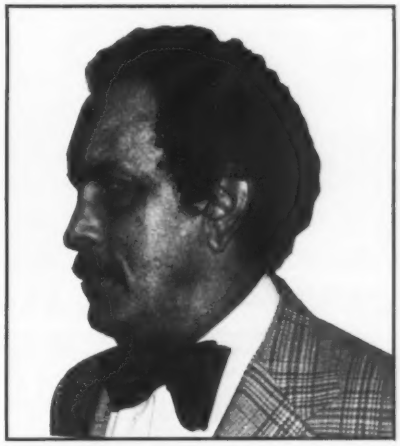
But why, then, ROTC? Why not just double or triple the sizes of the academies? Or expand the Service-operated officer candidate schools?

There are many factors involved in the responses to these questions. Considering the quality of the officers produced, the length of time involved, and the resources necessary, neither of these sources alone will quite meet the needs of the Armed Forces to fulfill their qualitative and quantitative objectives as well as the combined use of them with the ROTC.

The Service academies are counted on for a large percentage of the career officers, and the ROTC graduates similarly furnish a significant percentage of reserve officers for active duty. Those ROTC graduates who do not stay on as career officers provide a constant highly trained input to the many reserve units around the country, bringing current experience to those organizations upon which we all depend so heavily in times of significant and rapid mobilization.

Without ROTC, the military would be separated from the intellectual centers of the public it is supposed to serve. When we stop encouraging intellectual leaders to serve as officers, we become inbred and self-centered; we also cut off the military experience that permits intellectuals to make informed, effective appraisals of the military.

A democratic society, through its educational institutions, should make available to its citizenry the right of free vocational choice. This choice, of necessity, should include the profession of military science. In fundamental terms, ROTC is a genuine and necessary part of a democratic society. We should spare no effort in ensuring that it keeps working—and working better.



MINORITY RECRUITMENT
– a heroic effort

By
H. Minton Francis
Deputy Assistant Secretary of Defense for Equal Opportunity

There is truly what I would describe as a heroic effort on the part of Services to interest your minority people in greater numbers to participate in ROTC. But we need to do much more.

The main problem with getting young minority men and women to enroll is the lure of other more lucrative and, to some young people, more exciting fields of endeavor—at all kinds of colleges, both predominantly white and predominantly black.

If I were asked by a minority student why he should join ROTC, I would say there is a kind of two-pronged rationale.

Disadvantaged minority males, particularly, are flocking to recruitment centers asking admission to the Services, especially the Army and the Marine Corps, and they are there in what are described as "disproportionate" numbers. At the same time the college-level male minority student, having other options by virtue of his education and perhaps by virtue of his economic status, is coming in in small numbers if at all. And the effect is that the ratio of minority officers to minority recruits is getting worse.

If we don't do something about it there will be a point in time where it will be critical. We will have a large number of minority soldiers who have no role models. They will look upward and they will see only the other race acting in the capacity of managers—or officers, or leaders.

We hear a lot of rhetoric from college campus male minority students about what this *society* should do for the black community, for the Hispanic community, for the Indian community. But there is something concrete and specific that each of those *individuals* could do. It would be to come in, spend four years in the Service and serve in the role of model for their disadvantaged brothers to see and to try to emulate.

And it would also give those disadvantaged brothers some sense of participation and maybe reassurance that there is someone who understands them who is in that managerial hierarchy. That is one prong.

The other prong is that I know of no other profession that a young man fresh out of college can enter and gain, while being relatively well paid, such a broad experience in management—in managing men, in managing money, in managing time, in managing facilities—and gain very quickly and very thoroughly a sense of organization and management that will pay off a hundred thousand times at the end of his tour of duty.

I've been in industry. I've seen how well or how poorly young men function in entering a corporation, for example, and those who have had military experience seem to succeed in the execution of their duties much more quickly than those who have not. There is a sense of organization and a sense of how things are done properly that you gain in that period of serving as a junior officer.

And of course we would hope that, after that kind of initial experience of four years, some percentage of these young officers would say, "I like it so well that I'd like to make it a career."

But even if they don't make it a career, there are at least two basic reasons for minority college students to enroll in ROTC. One, they have a moral obligation to come and serve as role models. And two, it's a real, clear, measurable, personal, selfish benefit that they can derive from the Service.

Exercising command responsibility during Army ROTC leadership lab develops confidence and alertness.

Quality Officers — Our Responsibility

by
Brig. Gen. Robert M. White, USAF
Commandant, Air Force ROTC

Air Force ROTC recruits, educates and commissions the majority of new junior officer executives: pilots, navigators, missilemen, and support officers.

The full support of Air Force ROTC by you, each Air Force commander, is essential in recruiting, motivating, and retaining new officers of the highest quality in sufficient numbers to fulfill your mission.

Your support is needed for motivational flights, career field experiences, and visits to your operating Air Force base—frequently by precision Air Force airlift—to encourage these men and women to select the Air Force ROTC.

You ask why your help is needed to do a job that is assigned to someone else? Your own mission has the priority, right? Well, when the Secretary of Defense announced the end of the draft on January 27, 1973, officer recruiting entered a whole new, uncharted situation. You say the Air Force didn't draft officers. You are correct. But during the draft era, much of the enrollment in ROTC was a question of the lesser of the two evils: work through Air Force ROTC in college for a commission or face eventual draft in enlisted status. This brought many "volunteers" with draft-fostered motivation to Air Force ROTC and to your commands.

Since January 1973, those who embrace the Air Force ROTC program have been true volunteers. Of nearly equal importance is the decision that Air Force officer accessions must be two-thirds rated pilots and navigators and only one-third missilemen and support. This high proportion of rated officers is a complete reversal of the situation which existed only a few years ago.

Motivating these young men to rated Air Force duty is a demanding task. Only recently has the Air Force ROTC mission statement included the word "recruit." In the case of a four-year scholarship pilot applicant, the Air Force is asking this college freshman to commit 10 prime years, as a minimum, to an unknown way of life: four college years and six years of active duty.

You and I must convince this young person that he is making a good choice. To do this we have to show such dedication and professionalism that he will decide that he wants very much to be a part of the organization. To do this the Air Force must show this potential executive that we are, indeed, a precision, jet-equipped outfit always on the leading edge of technology. When we demonstrate our most recent developments, in our latest aircraft, it must be done with the same split-second precision and accuracy that you as an Air Force commander reserve for operational readiness tests.

We need to recruit, motivate and retain new officers of the highest quality.

QUALITY is an elusive thing. We have difficulty in defining it, but it generally is a combination of those attributes on the Officer Effectiveness Report (OER) all rated at or near the maximum. How are Air Force ROTC and the Air Force working to obtain high quality officers?

Quality Air Force ROTC Campus Staff

Quality starts with the caliber of people who have an influence over the college students in selecting Air Force ROTC. We must have crackerjack instructors and self-propelled commanders in our detachments at the civilian institutions. We must ensure they possess the optimum qualifications to do their job:

- Master's degrees—all officer instructors must now have advanced degrees. These credentials muster

confidence in our partners, the institutional officials and faculty. Acceptance in the academic community brings open institutional endorsement.

- Rated officers on flying status with combat experience and missile badge holders need to be represented on campus. These are the troops who influence the college students to select officer education as pilot, navigator or missilemen.
- Senior officer detachment commanders must be eligible for promotion. No retirement featherbedders are accepted now. Air Force ROTC means business in this all-volunteer era.
- Officers who have a special skill in working with and relating to young people are especially needed. When levies are placed on your command, nominate for Air Force ROTC those officers who measure up to your own high standards. Academic credentials alone won't do it.
- Highly qualified minority officers, especially rated officers, are needed to build up the Air Force's minority representation in the rated officer corps. The Chief of Staff has asked for your help in the community in recruiting minority officers through Air Force ROTC by supplying minority officers for speaking and contact work.

Quality Students

Next in line is quality of the students who select Air Force ROTC as a steppingstone to Air Force officer duty. Quality Air Force ROTC personnel will influence quality students, we believe, to select the Air Force in pure competition with the other career choices luring the college student.

The civilian career choices may have higher prestige today than the military Services, which have suffered under the late 1960's campus confrontations where ROTC and other "establishment" symbols were selected as special student objectives for venting pent-up frustrations. You and I, by our professional attitude, kept schedules and promises, can rekindle the image of military professionalism, skill, and devotion to duty. This will attract the quality student to officer duty

Quality Curriculum

Quality in course offerings on campus influences the institutional officials and faculty to lend their open support to Air Force officer education on their campus. Curriculum is provided in the form of broadly worded course goals. Air Force ROTC subscribes to the principle of academic freedom and encourages flexibility in planning and conducting courses. Officer instructors are permitted maximum latitude to teach in their own way, using support materials of their own choosing.

The overall academic effort is viewed as a cooperative undertaking between the local Air Force ROTC detachments and the institutions. This results in a healthy and diverse variation being imparted to the Air Force academic offerings, each taking on the particular aspect of the host institution and a regional flavor.

Quality Support Activities

Air Force base visits are a motivational-recruiting effort which only operational commanders can provide. In order for a college student to make up his mind to select an officer duty commitment for college years and beyond, the Air Force commander must show the student that his choice would be a good one. Our demonstrations for him must be factual, precise, and sincere.

Field training is the name given to the period of four or six weeks during which the student resides on an operational Air Force base. Field training supplements the campus program by providing each student with a broad spectrum of essential experiences that can be accomplished only in an Air Force base environment where functional and operational mission facilities are available.

If we expect a student to want to change from his accustomed environment and consider officer duty, he must be shown an equally acceptable or better work/living environment than he would expect from alternative civilian career options.

Flight Instruction Program—The selectees for pilot commissioning who are not already Federal Aviation Administration (FAA) licensed participate in the Flight Instruction Program performed by local contract civilian flying schools under FAA supervision. The Flight Instruction Program is both a student motivator to pilot career field selection as well as a screening out of those students who would later be eliminated in the far more costly active duty pilot training course.

Quality Administration

From its headquarters at Air University, Maxwell Air Force Base, Alabama, Air Force ROTC directs the program. In partnership with the institutions which have asked to host Air Force ROTC, an academic department is created, the head of which is a professor of aerospace studies. He is also commander of the Air Force ROTC detachment.

A resident area commandant, a senior colonel, is responsible for the supervision of the program at about 25 campuses within each of seven geographical areas. He is located at an Air Force base central to the units he controls and he reports directly to the Commandant, Air Force ROTC, at Maxwell Air Force Base.

Supporting the widespread program is a staff at Maxwell consisting of three directorates: senior, junior, and support. Additional support in recruiting is accomplished by two efforts. Admission counselors at 42 locations across the continental United States expand the recruiting contacts to communities and schools beyond the capability of the detachment staffs. Air Force Reserve officers, not on active duty, fulfill their commitment by community recruiting contacts for Air Force ROTC in the newly activated Liaison Officer Program.

Training Forges Leadership

ROTC Ranger Cadets, above, move out of the hand-to-hand combat area at Fort Benning, Georgia. A woman AFROTC cadet, left, prepares herself for a ride in the T-3 ejection seat and another woman AFROTC cadet, right, instructs a class for fellow cadets. At lower right, a midshipman at the State University of New York receives some constructive criticism during a NROTC inspection.

WOMEN in ROTC

One of the most notable developments in ROTC during recent years occurred in 1969 when the Air Force became the first of the Military Services to open its program to women. That fall the Air Force began testing coeducational Air Force Reserve Officer Training Corps (AFROTC) at four universities: Auburn, East Carolina, Ohio State, and Drake. A few months later, in the spring of 1970, the Air Force decided to offer the program to all schools with AFROTC which desired to participate.

The response was enthusiastic, and more than 500 women were enrolled in Air Force ROTC in the fall of 1970. By the end of the 1970-71 school year, the total number of women cadets had increased and four of the six original cadets had been commissioned and entered on active duty.

Meanwhile, for the first time in the 112-year-old history of ROTC, a woman had become a cadet colonel—the student commanding officer of the 600-member AFROTC detachment at Ohio State. With a 3.4 grade point average ,the new cadet colonel (majoring in biological sciences) was selected on the basis of achievement as the outstanding senior cadet in academics, attitude and performance.

Currently there are women cadets in 174 of the 182 schools which host the AFROTC program. This year women make up almost 10 percent of the enrollment, providing 1,858 of the total AFROTC cadet population of 20,349.

Women enrolled in scientific and technical disciplines may compete for two and three year scholarships, of which there are several hundred available to AFROTC cadets each year. Scholarships are awarded on a competitive basis and the recipients are selected on the basis of scores achieved on the Air Force Officer Qualifying Test, grade point average of at least 2.0 on a 4.0 scale, and rating from an interview board. As in all of the Services, scholarships provide the same benefits for women as for men—tuition, books, fees, and $100 a month allowance. This year women AFROTC scholarship holders include 14 juniors and 25 seniors.

Volunteer for Survival Training

Women also participate with their male colleagues in the four and six week field training courses given at various Air Force bases during the summer. They may volunteer—and almost all do—to participate in small arms marksmanship training, survival training and aircraft orientation flights, which are required for male students.

Army and Navy ROTC for women are relatively new. Both Services embarked on test programs for women in the fall of 1972.

The Army's program was originally planned as a limited test to run for five years at 10 colleges. The response was greater than expected and hundreds of women expressed their desire to enroll in Army ROTC at other institutions offering the course. The program was so successful that last fall (1973) it was opened to women in all schools hosting the program which agreed to admit them.

This year more than 3,300 of the 35,207 cadets currently enrolled in Army ROTC are women. Women are enrolled in 273 of the Army's 290 ROTC units.

Women may compete for scholarships. Of the 212 women who entered Army ROTC in 1972, 20 received four year scholarships. This year 50 women are attending college on scholarships and the number is expected to double next year.

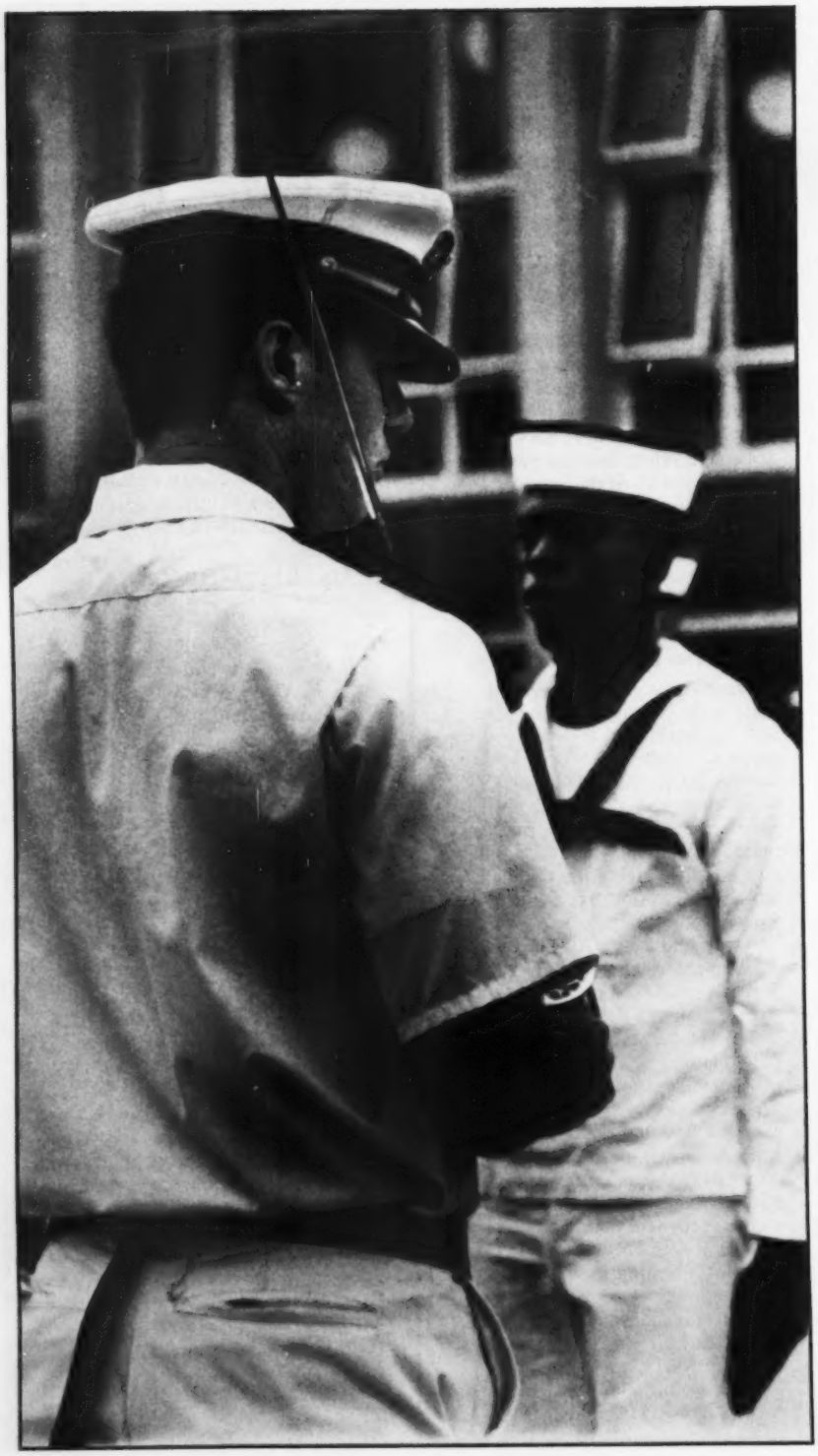
At many schools women participate voluntarily with the men in weapons firing, adventure training ,RECONDO activities, and orienteering.

The Navy's program was launched in the fall of 1972 with 17 women in NROTC units at four colleges. One of them, the unit at Southern University and A & M College at Baton Rouge, Louisiana, was one of the Navy's newest units and one of five at predominantly black colleges.

This year women are enrolled in 49 of the 56 Navy units. There are 191 women now in NROTC out of a total of 7,710 midshipmen. Thirty of these women hold scholarships—17 freshmen with four year scholarships and 13 sophomores with three year scholarships.

For women in the Navy, successful completion of the NROTC programs will lead to commissions in either the Navy or the Marine Corps.

In the five years since the Air Force led the way in admitting women to ROTC, the popular appeal as well as the scope of the program has grown. There are currently over 5,100 young women enrolled at almost all of the 383 colleges and universities hosting the program. Last year (1973) the Air Force commissioned 36 women from ROTC. The number is projected to increase within three years to several hundred from all of the Services.



By
RADM J. Lloyd Abbot, Jr., USN
Director of Naval Educational Development

For more than 45 years the Navy has enjoyed a pleasant and cooperative relationship with many outstanding civilian universities. During this period, the Naval Reserve Officer Training Corps (NROTC) has produced a high percentage of all newly commissioned Navy and Marine Corps officers, particularly in the era since World War II.

Several aspects of the Naval ROTC program differ from those of the other Services. One important point to bring out is the fact that the term "Reserve" Officer Training Corps is a misnomer in the case of the Navy. The primary mission of the Naval ROTC program is not to train Reserve officers, it is to produce career officers who receive regular commissions upon graduation. In fact, the Naval ROTC program commissions more regular officers each year than does the Naval Academy. Approximately three-fourths of all Naval ROTC graduates receive regular commissions. The remaining one-fourth, who are non-scholarship students, receive Reserve commissions.

As another seeming paradox in our terminology, it can be argued that the mission of Naval Reserve Officer "Training" Corps is not to train, but to educate. The NROTC midshipman must be educated primarily, and trained secondarily. It is the civilian faculty at his or her university which provides the major portion of the midshipman's education. Additionally, the Naval Science courses

Navy's ROTC Role:
EDUCATING the CAREER OFFICER

are of high quality and serve an integral albeit small part of that education. Thus, Navy ROTC is designed to educate a regular career officer.

A second aspect of the program which is often not recognized is that the Naval ROTC is designed to produce a readily employable ensign. The Naval Science courses and the summer training periods and cruises are structured to provide the basic knowledge necessary for a newly commissioned ensign. He can be assigned directly to a shipboard billet and serve effectively while continuing his training as a junior officer. Of the Naval ROTC graduates, about half report directly to ships in the active fleet and commence their careers without further training. The remaining half are assigned to special schools to prepare them for duties in aviation, submarines, nuclear propulsion billets, supply billets, and so on. However, even these officers (if they are men) are qualified to serve in a surface shipboard billet and many will eventually do so.

Another aspect of the Naval ROTC program which is unique is that it produces candidates for commissions in two military Services—the Navy and the Marine Corps. The student who elects to enter the Marine Corps studies the same Naval Science courses as his contemporaries for the first two years. The courses provide valuable knowledge of ship systems for the marine who will spend a considerable part of his career embarked in naval ships.

For the last two years of college, the Marine Corps candidate studies special courses tailored to his needs (History of Warfare and Art of Amphibious Warfare). However, these courses do not completely qualify the new second lieutenant for duty with troops in the field. Upon graduation the new officer attends six months of infantry school. The overall education and training provided by the Naval ROTC for the Marine Corps is of such value that it is considered an important source of career officers for the Marine Corps.

There are three categories of Naval ROTC students: scholarship students, college program students, and Naval Science students.

Scholarship students are subsidized to the extent of all academic tuition and fees, and are provided with all required books and academic equipment. They are appointed to the rank of midshipman U.S. Naval Reserve (USNR), and upon graduation are commissioned regular officers in anticipation of a career in the naval service. Moreover, while at school they receive $100 a month in subsistence pay for a maximum of 10 months each year. They are provided with uniforms which they may retain when commissioned.

In return for these benefits they are expected to complete one Naval Science course each quarter and must serve on active duty for at least four years after graduation. Midshipmen are normally selected for their scholarship by

Midshipmen from the NROTC unit at Oregon State University, Corvallis, Oregon, learn to take a sextant reading during their celestial navigation course.

national competition while high school seniors. In addition, each year the professor of Naval Science is authorized to nominate candidates for a limited number of scholarships from among those students already enrolled in a non-scholarship status.

College program students attend college at their own expense. They take all the Naval Science courses offerings and upon successful completion and graduation are commissioned in the reserve components to serve on active duty for three years. They receive uniforms at no expense and all books required for Naval Science courses. During their junior and senior years, they are paid $100 a month subsistence allowance for a maximum of 10 months each year, just as scholarship students are. They attend one summer training period in a ship at sea.

Naval Science students are those candidates who for various reasons are not fully qualified for enrollment in either of the two programs mentioned previously. Usually these students are awaiting determination of their physical qualification for enrollment. On occasion, students are placed in this category initially while they are demonstrating their academic qualification to succeed in the program. Non-ROTC students who enroll in Naval Science as an elective are also termed Naval Science students but they receive no benefits other than instruction.

Although only scholarship students are technically midshipmen, all Naval ROTC students are termed midshipmen for the sake of uniformity. Their uniforms are identical and their category cannot be determined by simple observation.

In the fall of 1972, 17 coeds made history when they became the first young women allowed to enroll in the Navy's scholarship program. Seven were enrolled at Purdue University, two at Southern University, and four each at Jacksonville University and the University of Washington. This is in consonance with the role that women have played historically in the accomplishment of our naval mission. Plans have been made for the involvement of more universities not only in the scholarship program but also in the college program.

The Navy currently has NROTC units located at five schools whose student bodies are made up principally from minority groups.

Naval ROTC had its birth many years after the passage of the Morrill Act. However, its purpose has been the same—to provide through the Nation's educational system an opportunity for young people to undertake careers in the naval profession, and to provide a broad base of citizens knowledgeable in the arts and sciences of naval warfare. Naval ROTC has now achieved a major role in the training of men and women who will make the Navy their professional career.

NROTC — Source of USMC Officers

The Naval Reserve Officer Corps (NROTC) program is one of several important sources of officers for the Marine Corps. The purpose of this program is to educate and train qualified young men and women for careers as commissioned officers in the regular Navy and Marine Corps. Up to one-sixth of each graduating NROTC class is authorized to be commissioned in the Marine Corps.

NROTC midshipmen desiring to pursue a Marine Corps commission are designated Marine-option midshipmen. They may be recruited while already enrolled in the NROTC program or may be selected by a special board convened at Headquarters Marine Corps.

Marine-option midshipmen pursue the same Naval Science curriculum as their Navy counterparts during the freshman and sophomore years, including participation in summer training cruises aboard ship and at various Naval installations. During the junior and senior years a separate Marine Corps curriculum is studied to give the Marine-option midshipmen a background in the history of warfare and amphibious warfare, as well as Marine Corps history and traditions.

Additionally, they attend field training at Officer Candidates School, Marine Corps Development and Education Command, Quantico, Virginia, between the junior and senior college years, in order to be indoctrinated and evaluated further. Having had actual experience in both the Navy and Marine Corps, the NROTC graduate commissioned in the Marine Corps is well prepared to contribute to the success of the Navy-Marine Corps team.

In order to support the Marine-option program, Marine Corps officers and senior noncommissioned officers (NCOs) are assigned to each of the 54 NROTC units. Majors and captains are assigned to Marine officer instructor billets and enlisted personnel are assigned as their assistants. Additionally, 10 Marine Corps colonels and nine lieutenant colonels are assigned to various NROTC units as the commanding officer-professors of Naval Science and executive officers.

Marine-oriented NROTC units were recently established at The Citadel and at Texas A&M University. These units are staffed predominantly by Marine Corps personnel and are oriented towards producing Marine Corps officers, although midshipmen assigned to these units may pursue a commission in the Navy instead of the Marine Corps.

Up to one-sixth of the authorized number of women participating in the NROTC program may request that they be considered for the Marine option. The NROTC Marine-option program is also active at five predominantly black universities. The program contributes significantly towards the Marine Corps' minority officer goals.

Army ROTC:

ON The WAY BACK

By
Brigadier General
Wilfrid K. G. Smith, USA
Deputy Chief of Staff for ROTC

Army Reserve Officers Training Corps (ROTC) provides about 73 percent of the active Army's new lieutenants each year and is also the principal source of officers for its reserve components.

With today's opportunities for higher education for nearly all young people who can qualify, the great majority of those with the potential for Army leadership are found on the Nation's campuses. For the Army, ROTC is the most logical and inexpensive method of preparing an interested segment of these promising youths as officers.

Army ROTC is the most visible symbol of the Federal government on many campuses and in recent years sustained abuse by some who disagreed with national policies regarding Southeast Asia and other issues. The agitation against ROTC subsided as did the issues themselves.

The program emerged from this experience with far fewer cadets, units on more campuses, and an extensively revitalized curriculum. Our cadets are of the highest calibre, but more are needed to fulfill projected officer shortages three or four years from now. Most of this increase is sought from incoming freshmen for the traditional four-year program, but college sophomores are also recruited extensively for the two-year program. This enables community college transferees, and others who did not take ROTC during their first two years of college, to enroll directly in Advanced Army ROTC after successfully completing a six-week ROTC Basic Camp.

New Developments

At this point in its 154-year history, ROTC is showing every indication of new and vibrant life. Here are some examples:

- Army ROTC is setting the pace in the Army's effort to increase the number of its officers from minority groups. At the beginning of school year 1973-1974, 22.3 percent of the 33,220 cadets in the program on 290 college campuses were from minorities. Of these, 17.2 percent were black. This compares favorably with a 17.4 percent minority group enrollment last year and even more favorably with the 10.7 percent minority enrollment of school year 1970-71 when ROTC staffs above the institution level received a few augmentees to plan and conduct minority recruiting.

- Colleges which terminated the program during the turmoil of the late 60's and early 70's are showing signs of reversing themselves.

- Many degree-granting institutions without Army ROTC units have entered into cross-enrollment agreements with nearby colleges and universities hosting the program. This enables hundreds of students to participate who would otherwise be denied the opportunity to enroll in ROTC.

- The program for women, originally introduced in the fall of 1972 on a test basis at 10 colleges for a five-year period, was so successful it was expanded last fall to include all institutions offering ROTC whose policies permit women to study military science. There are now 3,300 college women in Army ROTC.

- Applications from high school seniors for Army ROTC's four-year scholarships rose to an all-time high of 62,000 this year. The increase resulted in a better quality of scholarship cadet than ever before.

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But as encouraged as we are by these signs of vitality, Army ROTC does not intend to rest on its past accomplishments. It is actively seeking means of increasing its present momentum. For on its progress in the future depends the success of its primary mission—providing the officers the Army needs in the numbers it requires.

Towards this end, here are some of the strides which have been taken:

- Efforts continually are underway to make innovations in Military Science syllabuses at schools across the country. Increasingly, new courses and variations of the old ones are made unique and stimulating. They are not only enthusiastically received by cadets but are inducing students not in the program to take Military Science courses.
- The calibre of instruction is noticeably on the rise. All officers instructing Senior ROTC are expected to have advanced degrees by 1976.
- The Army's promising young enlisted people may now compete for two-year ROTC scholarships. The first 50 scholarships will be awarded June 1, 1974. Enlisted men and women with at least two years of college and one year of active duty are eligible. They must be able to complete two years of Advanced Army ROTC and graduate from college before reaching age 25.

The future looks encouraging. But Army ROTC's growth in the years ahead—and its ability to continue to be the mainstay of the Army's program to develop new officers —will not be accomplished without continued dedication and support.

Problems remain. Because officer requirements decreased sharply as the Army's role in Vietnam ended, about 1,500 ROTC graduates who had applied for two or more years of active duty last year were unable to serve these tours. This accentuates the challenge of generating interest among prospective cadets who prefer active duty following graduation. It prompted close introspection of the methods for determining annual production needs for the active Army and the Reserve Components. This resulted in improvements to facilitate better matching of active duty volunteers to available officer spaces. It will also enable us to inform graduating cadets of their active duty prospects earlier in their senior year.

The challenge of attracting enough students to meet future officer requirements for the active Army and its Reserve components remains. The analogous challenge of enrolling an adequate percentage of minority group students remains despite our progress in this area during the past three years. Minority group soldiers now make up close to 20 percent of the active Army. The officer corps should be more representative of the Army's ethnic composition.

In a word, Army ROTC has problems today, as it will have in the future. But the problems, like the much more severe ones of recent years, can—and will—be solved. Army ROTC will continue to fulfill its very essential role, that of providing the finest officers possible for all components of the U.S. Army.

A University of Wisconsin-Madison ROTC cadet tries snorkling off Sand Key, Florida, during a five-day course at the U.S. Army Institute of Military Assistance's Special Forces Underwater Operations School. Sixty-five cadets from 51 colleges and universities attended the course.

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